

STRATEGY NAME: PROFESSIONAL DEVELOPMENT FOR EARLY CARE AND EDUCATION PROFESSIONALS

Strategy Summary	Evidence/Research	Council Decision Points for Consideration	Estimated Costs
<p>The intent of the evidence informed Professional Development for Early Care and Education Professionals strategy is to provide high quality professional development for those that teach and care for young children. Services must include at least two of the following components: providing professionals with a series of learning seminars; the establishment of communities of practice; and/or, individual coaching for leaders and/or practitioners. The expected results of the implementation of this strategy include: participants increasing their knowledge base of early childhood and changing their practice in supporting young children's development and learning; and, participants receiving higher education credit for these learning opportunities that will articulate into a degree or certificate program.</p>	<p>Results of a recent independent evaluation study conducted by Mid-continent Research for Education and Learning (McREL, 2013) and funded by the First Things First (FTF) Central Pima Regional Partnership Council, showed the importance of community based professional development in providing a level of support and sense of community that early care and education professionals had not experienced in other forms of professional development. Early care and education professionals cited the cohort learning communities and the coaching received as key factors in supporting their ongoing professional development and retention in the early childhood field while also affording them the opportunity to successfully apply their learning more effectively in classroom settings. Early care and education professionals also stressed their access to subject matter experts, hands-on learning experiences, opportunities to network with their peers, and professional development that was tied to college credit as other important aspects of their community based professional development experiences.</p> <p>In addition to cohort and community of practice models that promote innovation and facilitate the spread of knowledge within a group, grantees may pursue other approaches to professional development, such as single day learning seminars, a planned series or sequence of multi-day professional development sessions that are held over the course of several months; and individual</p>	<p>The Standard of Practice for the Professional Development for Early Care and Education Professionals strategy contains specific criteria depending upon the focus of the particular educational opportunity offered (i.e. education for early care and education professionals, for communities of practice, for mentoring/coaching, and for conference scholarships). The full Standard of Practice for this strategy should be reviewed to gain clarity on implementation in a Regional Council desires to identify specific components.</p> <p>Educators/facilitators must meet the qualifications established by the institutions of higher education from which credit will be sought. Credit awarded should articulate to degree requirements or a certificate of completion.</p>	<p>Costs will be localized and dependent upon qualifications of educators, type of professional development opportunities, materials, travel, etc.</p> <p>Examples of the per person costs can vary significantly depending on the model components, geographical location and intensity of approach:</p> <ul style="list-style-type: none"> • Approximately \$650 per person for a model that brings various members in the early care and education community and business leaders together for a comprehensive series of workshops, classes and guest speakers • Approximately \$2,500 per person for a model that includes multiple components such as learning seminars, training tier levels, cohort/communities of practice, mentoring, conferences, guest speakers as well as incentive and reward programs for participating individuals who are eligible to earn college credits for coursework completed • Approximately \$8800 per person for a Director Mentoring model that focuses on enhancing administrative, leadership, and business skills of early childhood

	<p>coaching to practitioners and/or administrators. While these models come in different forms, they have a common goal of increasing the level of preparation and knowledge of early care and education providers, and encouraging them to pursue certification and college degrees in the field. At least two of the four models must be implemented together to ensure that professional development is not conducted in a single meeting, but rather supports deeper understanding through continued discussions in a group setting or individualized coaching.</p> <p>Research demonstrates that one of the most effective types of professional development approaches includes one-on-one mentoring or coaching, also referred to as “consultation.” Consultation has been described in the early childhood literature as a way of achieving changes through collaborative problem solving between a consultant and a consultee who willingly enter a relationship for the purpose of ultimately benefiting the children and families served by programs or organizations (Buysse, 2006).</p>		<p>education administrators.</p>
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